

FAMILY INTERACTION TRAINING (FIT) MODULE 3





**IF YOU HAD PURSUED YOUR
CHILDHOOD DREAM.... WHAT
WOULD YOU BE DOING
TODAY?**

MODULE 2 REVIEW: KEY CONCEPTS



Parents can help children manage their behavior with clear and consistent, schedules, routines, rules, & directions.



Intervening before behavior problems start can prevent misbehavior.



Strategies that focus on helping children manage feelings can help prevent misbehavior.

MODULE 1 & 2 REVIEW

Module 1

- Communication Skills
 - Active listening
 - Reflection
 - Labeling Emotions
 - Using Gestures
- Praise
- Using attention strategically
- Scheduled playtime

Module 2

- Establishing routines
- Family rules
- Giving clear directions
- Easing transitions
- Helping child calm down

FIT CURRICULUM

Warmth

- Module 1: Strengthening the Parent-Child Relationship

Demand & Limit Setting

- Module 2: Structuring the Environment to Prevent Misbehavior
- Module 3: Effective Strategies for Addressing Misbehavior



QUESTIONS ABOUT MODULES 1 OR 2?

MODULE 3

Effective Strategies for Addressing Misbehavior



Questions?



Comments?



Reactions?

AGENDA ITEMS FOR TODAY

MODULE 3 KEY CONCEPTS

- ★ Sometimes misbehavior can't be prevented and must be directly addressed.
- ★ Behavior change can happen when parents consistently and effectively manage misbehavior over time.

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Discipline?

① Start presenting to display the poll results on this slide.

TIME OUT

- Ultimate ignoring tactic
 - Time Out is time away from attention as well as other things the child finds interesting or rewarding (such as toys, television, siblings)
- Immediate, effective consequence for young children
- Time Out provides space for children to calm down
- Requires
 - Preparation
 - Implementation of essential steps
 - Consistency



Caregiver
perspective



Professional
perspectives

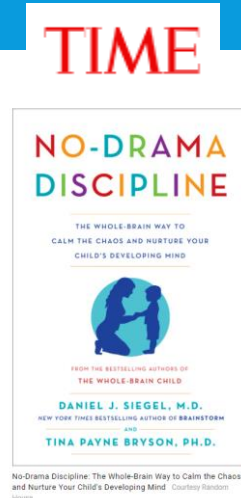
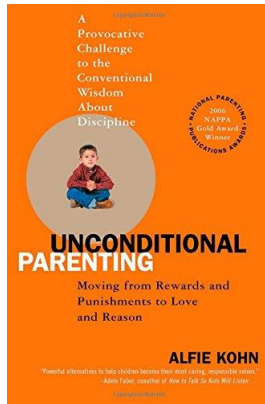
BELIEFS ABOUT TIME OUT

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Time Out: What comes to mind?

ⓘ Start presenting to display the poll results on this slide.



'Time-Outs' Are Hurting Your Child

TIME OUT CONTROVERSIES

Weighing in on the Time-out Controversy: An Empirical Perspective

Lauren Borduin Quetsch, M.S.
Nancy M. Wallace, M.S.
Amy D. Herschell, Ph.D.
Cheryl B. McNeil, Ph.D.
West Virginia University



Abstract: Appropriate implementation of time-out has been shown for decades to produce positive outcomes ranging from the reduction in child problem behaviors to reduced levels of child maltreatment. Although the literature indicating positive outcomes on time-out is abundant, time-out continues to elicit controversy. While this controversy has been long-standing, more recent, outspoken sceptics have contested time-out using widely-viewed mediums. Unfortunately, critics present arguments against time-out without consulting the abundant, empirical literature on its positive effects. Moreover, these misinformed views can have devastating consequences by swaying families away from appropriate time-out implementation who may otherwise benefit. This paper utilizes the breadth of research on time-out to address myths surrounding its implementation.

Keywords: time-out, children, parenting, behavior problems, evidence-based treatment



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What Is It to Discipline a Child: What Should It Be? A Reanalysis of Time-Out From the Perspective of Child Mental Health, Attachment, and Trauma

Mark R. Dadds and Lacy A. Tully
The University of Sydney

Parental discipline strategies are a necessary and critical aspect of positive child development. These practices confer risk versus protection for the development of mental health problems. Time-out from positive reinforcement is now one of the most common and well-researched discipline procedures across the world, with overwhelming evidence to support its efficacy and acceptability. It has also recently attracted considerable criticism from writers evoking child well-being considerations based on attachment theory. The main concern is that the removal of a child to time-out exposes the child to a break in attachment security and, for children with trauma histories, potentially causes harm. Here, we consider what a discipline strategy should be from a mental health perspective and, utilizing the best available models of developmental mental health and psychopathology, derive five axioms for judging and guiding the worth and acceptability of any particular discipline strategy. We then use these axioms to evaluate and specify how time-out can be used in a way that maximizes positive child outcomes, and then review its use with children who have experienced complex trauma. We show that time-out, when conceptualized and enacted consistently with contemporary models of learning, attachment, self-regulation, and family systems theory, is actually a positive contribution to these systems that can rapidly remediate problems the child is experiencing, and thereby generally enhances child well-being. Clinical, research, and policy implications are briefly discussed.

Keywords: parent discipline, child mental health, time-out, attachment, trauma

Punished by Misunderstanding: A Critical Evaluation of Kohn's Punished by Rewards and Its Implications for Behavioral Interventions with Children

Article in *The Behavior Analyst* / BABA, March 2016

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CITATIONS

8

1 author

David Reardon

West Virginia University

1 PUBLICATION 1,518 READS

CITATIONS

3,518

TIME OUT

- Effective
- Safe
- Supports emotion regulation

In broader context of positive parenting, consistency, predictability, and prevention!

PUTTING TIME OUT INTO PRACTICE

1. Choose a place or chair for Time Out
2. Determine which behaviors will be addressed by using Time Out
 - a. When to use Time Out vs. other strategies (selective attention, redirection)?
 - b. Automatic Time Out vs. providing a warning?
3. Explain to child ahead of time

ESSENTIAL STEPS TO AN EFFECTIVE TIME OUT

1. Give clear warning or direction (unless behavior results in automatic Time Out)
2. Give explanation and direct to Time Out
3. Tell child to sit quietly and begin timing
4. Follow through
 - a. Complete task as instructed (if Time Out followed a direction)
 - b. If automatic timeout, remind the child of the rule.
5. Find opportunity for praise and positive attention

TROUBLESHOOTING TIME OUT

- Common behaviors
 - Sneaky compliance
 - Screaming, kicking, or hitting on the way to Time Out
 - Doing something unsafe in Time Out
 - Leaving Time Out before time is over

TEACHING TIME OUT TO CAREGIVERS

- Develop a plan
- Model steps using toy or doll
- Practice



ADDITIONAL STRATEGIES



LOGICAL
CONSEQUENCES



REMOVAL OF
PRIVILEGES

There are times caregivers may need other strategies in addition to Time Out.

CONSISTENCY IS KEY



Direction

Warning

Consequence

Follow Through

LOGICAL CONSEQUENCES



- Logical consequences are related to misbehavior
- Be consistent and transparent
- Give explanation and chance to comply
- Consistency is key!

REMOVAL OF PRIVILEGES



- Never remove scheduled playtime
- Consideration
 - Which privileges will child work to keep?
 - How often does the privilege occur and how close to consequence given?
 - Ideally within a day

CAREGIVER CONSIDERATIONS

- State of mind of the parent
- Emotion regulation of parent
- Parent getting enough sleep/food/exercise



TOOLKIT ANALOGY

EMOTION REGULATION VS. BEHAVIOR MANAGEMENT

- Behavior may be an expression of an emotion and may not be inappropriate
- Even though may be difficult to tolerate



SELECTING THE RIGHT TOOL FOR THE JOB

1. Consider the Characteristics & Context

Parent Characteristics

- Basic needs
- Stress level
- Emotion Regulation



Child Characteristics

- Basic needs
- Developmental level
- Temperament

What happened before behavior?

SELECTING THE RIGHT TOOL FOR THE JOB II

2. Function of behavior What happened right before behavior?

Demand placed
on child
(e.g., instruction
given, limit set)

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graph LR; A["Demand placed on child (e.g., instruction given, limit set)"] --> B["Consider Demand Reasonable? Achievable?"]; B --> C["If no, adjust demand or expectation"]; B --> D["If yes..."]; D --> E["Follow Through"]; E --> F["Use Strategic Attention for misbehavior along the way"];
```

Consider Demand
Reasonable?
Achievable?

If no, adjust demand or
expectation

If yes...

Follow Through

Use Strategic
Attention for
misbehavior
along the way

SELECTING THE RIGHT TOOL FOR THE JOB III

2. Function of behavior What happened right before behavior?

Circumstantial cause

- Disappointing or upsetting event

Consider Behavior

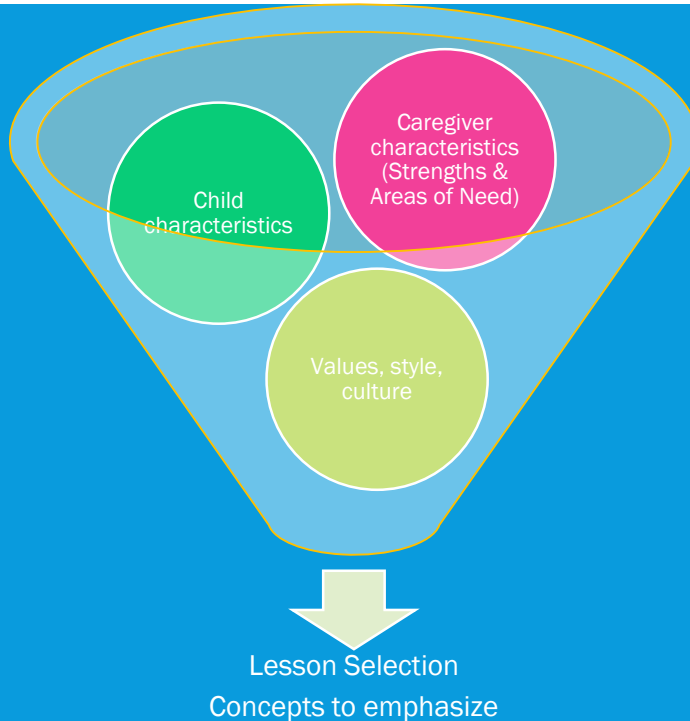
Expression of emotion

Reflect Emotion
Co-Regulation
Comfort & Support

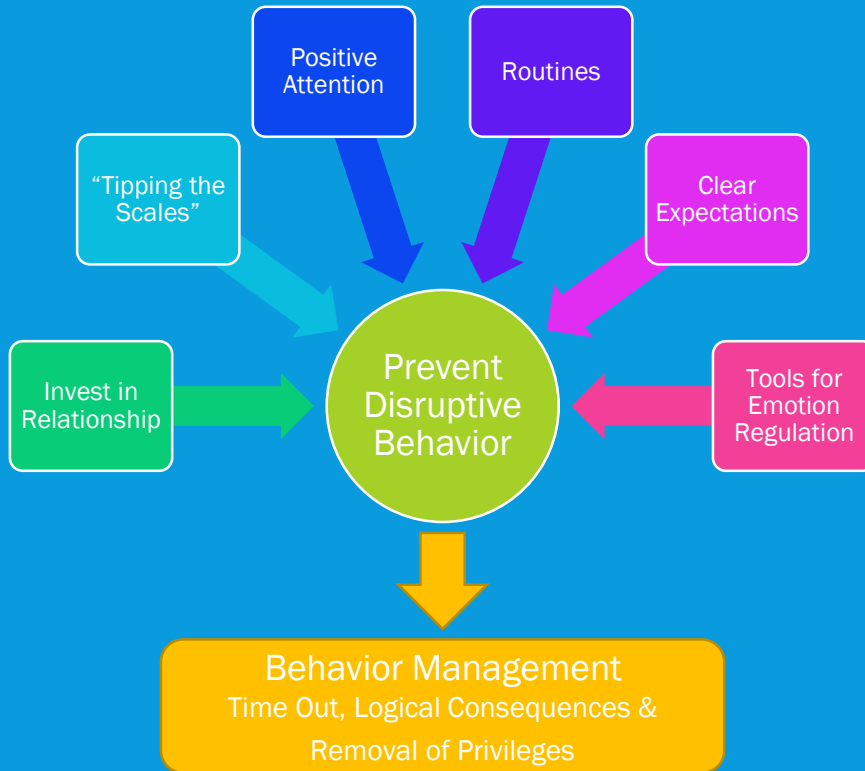
Dangerous,
destructive, never
acceptable behavior?

Consequence

REMEMBER! TAILORING INTERVENTION



IT TAKES A VILLAGE...OF STRATEGIES 😊



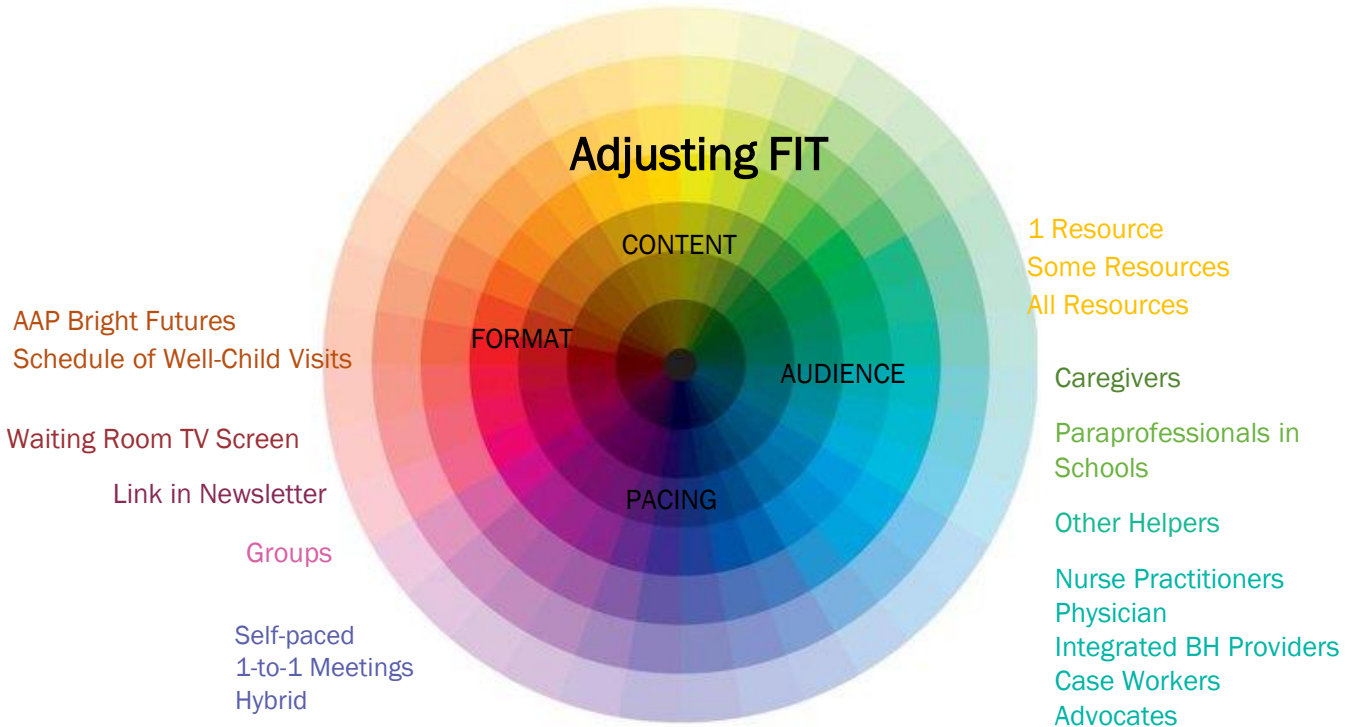
ALMOST THERE... LET'S APPLY OUR KNOWLEDGE



IMPLEMENTATION CONSIDERATIONS

- How does this curriculum FIT within your existing service system? *No pun intended* 😊
- How might it fit within the continuum of care?
 - Within your organization?
 - Within your community?

Adjusting FIT



WHEN TO REFER

If after several FIT sessions, no notable progress is being made (caregiver skill, child behavior)...



Referral to more intensive assessment & intervention

WHEN TO REFER

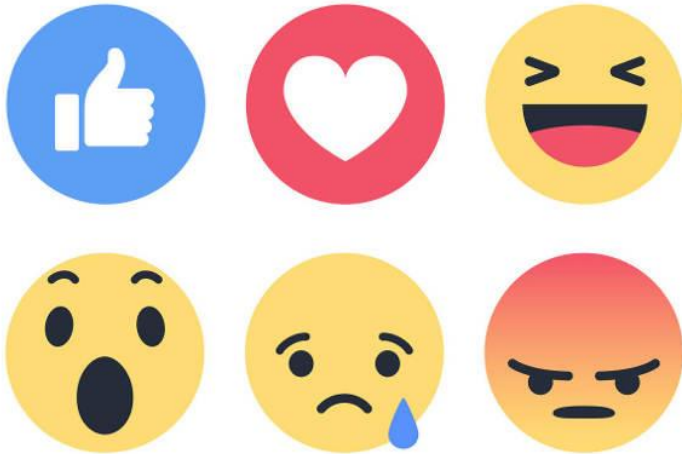
- Consider the reasons progress is not being made...
 - No home practice?
 - Concerns related to child development?
 - Acute or chronic stress in home?
- These case insights will help you make the best referral and facilitate a warm hand off
 - Familiarize yourself with available resources in your area



REMEMBER



- Focus on skills training
- Tools available
 - Videos
 - Explain, model, demonstrate
 - Role Play
 - Home Practice/Homework
 - Rehearsal
 - Cues & Reminders
 - Handouts
 - Worksheets

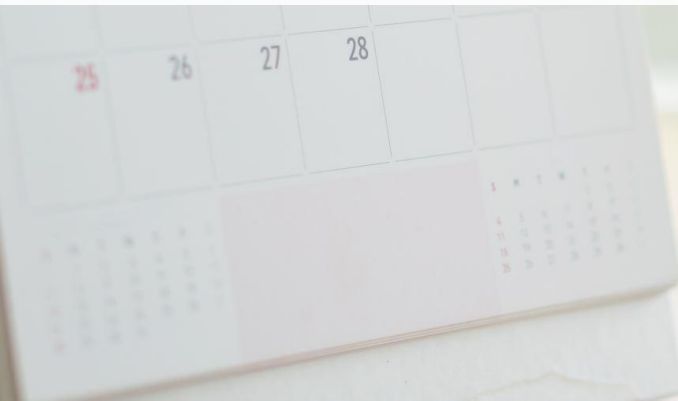


REACTIONS & CLOSING THOUGHTS



WHAT'S NEXT?

Now the real work begins!



THANK YOU FOR
YOUR TIME

Contact Information:

Psychiatric and Behavioral Health Consultation Program

pbhc@iowacounseling.com

Kristen Schaffner, PhD

schaffner@calu.edu

Ashley Scudder, PhD

ascudder@iastate.edu